

1997-98 SESSION  
COMMITTEE HEARING  
RECORDS

Committee Name:

Joint Committee on  
Finance (JC-Fi)

Sample:

Record of Comm. Proceedings ... RCP

- 05hrAC-EdR\_RCP\_pt01a
- 05hrAC-EdR\_RCP\_pt01b
- 05hrAC-EdR\_RCP\_pt02

➤ Appointments ... Appt

➤ \*\*

➤ Clearinghouse Rules ... CRule

➤ \*\*

➤ Committee Hearings ... CH

➤ \*\*

➤ Committee Reports ... CR

➤ \*\*

➤ Executive Sessions ... ES

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➤ Hearing Records ... HR

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➤ Miscellaneous ... Misc

➤ 97hrJC-Fi\_Misc\_pt172

➤ Record of Comm. Proceedings ... RCP

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WISCONSIN  
ASSOCIATION OF  
SCHOOL BOARDS, INC

# LEGISLATIVE MEMO

122 W. Washington Ave. • Madison, WI 53703 • Phone: 608-257-2622 • Fax: 608-257-8386

April 16, 1997

To: Senator Brian Burke  
Joint Finance Committee Members

From: Senn Brown

Attached is the statement that Marlene Hoffmann, member of the Germantown School Board, presented at today's hearing of the Joint Finance Committee.

Thank you.

Good morning and thank you for this opportunity to speak to you briefly about one area of the Governor's Budget that I, as a local school board member, feel strongly about...the issue of standards and assessment.

My name is Marlene Hoffmann; I am a 14-year member of the Germantown School Board, completing 7 years as president.

School board members find out very early in their careers about that word "accountability." In my opinion, however, accountability for many board members and for many voters who put them in that office, has meant an accountability to the taxpayers of the school district--translated that has usually meant, "don't spend any more money." AND, I hasten to add, that's a very critical role to play for any public official.

However, I have always been of the opinion that the real role--the true purpose and function of school boards--is to be accountable for all decisions which impact teaching and learning...decisions that truly can and will impact student achievement and ultimately will affect the lives and success or failure of our students as they leave our schools and move into whatever career path they have chosen.

With that thought in mind, I am pleased to see the emphasis in this budget bill on options for students and for local school districts and I will spend a few minutes on EDUCATIONAL ACCOUNTABILITY--in particular I will highlight the issue of standards and assessments and how that might play out in local school districts.

Though the timeline is ambitious, I believe the need for clear, rigorous academic standards is critical if we are to see the improved student achievement that all our communities are calling for.

I am especially appreciative of the recognition that MANDATED standards will not be successful in Wisconsin and I point to the provision that gives local districts the option of using the model standards provided--or finding time and resources to study the whole arena of standards then take their communities through a standard-setting process and allow the community to participate in setting educational goals for its students. This is critical for the success of any project, but more so in the area of standards for the implications of a true standards-based educational system are many.

From the first decision a school board must make: Will our district be standards flavored, focused, referenced or standards based...each are different approaches and have different implications for students, parents and teachers...our students and communities must be our focus.

If standards-based, will we have benchmarks at every grade level or intervals. What will our performance standards be? What remediation/enrichment/other opportunities will we provide for students? Will students be retained absent a particular mastery level at a particular grade level, or will the student be promoted according to mastery or when he has achieved a particular benchmark?

And what will our graduation test look like? When will it be administered; what will the remediation effort be for those students who fail to reach a particular performance standard? And what enrichment opportunities will be provided for those who master the graduation test in the tenth grade? Is it absolutely critical that a student remain in high school four years if achievement at the designated proficiency level in all standards has been achieved?

These are local decisions that will bind a community together around the issue of student achievement and will provide for parents in particular a buy-in to their child's educational program.

I think the literature is quite clear that true standards-based education programs hold great promise for each and every student when they are owned and supported by individual communities for community members/parents are able to see their direct link to student achievement through the accountability system inherent in standards-based education.

My philosophy as a school board member is that all children can learn given the appropriate environment and exposure to appropriate learning strategies. I want to decide locally what that environment will be...this budget provision allows that to occur...and we can do it.

Oral Testimony  
Public Hearing on 1997-1999 Biennial State Budget  
Before State Joint Committee on Finance  
DePere, Wisconsin  
April 17, 1997

N4999 Pine Lane  
Shawano, WI 54166-6209  
April 15, 1997

Representative Scott Jensen  
Wisconsin Joint Finance Committee

RE: STATE FINANCIAL ASSISTANCE FOR NON-INDIAN STUDENTS  
AT THE COLLEGE OF MENOMINEE NATION AND LAC COURTE OREILLES  
OJIBWA COMMUNITY COLLEGE

Dear Representative Jensen:

As a 45 year old, non-traditional, non-Native American female,  
returning to college has been a challenge.

Being able to attend the College of the Menominee Nation in Keshena, Wisconsin, has truly been a blessing in disguise. After being in the work force in excess of twenty-five years, the thought of going to school again was frightening. Several thoughts ran continuously through my mind. How would our family survive without a second paycheck? Did I know how to study, after being out of school for so long? Would I fit in with the younger generation (those newly out of high-school)? Was I smart enough to learn what kids now learn in high school? Would I get the support from family, school faculty and staff that I desperately needed? The thought of going to school at a larger college such as UW Green Bay or UW Oshkosh, was overwhelming. Located 15 minutes from my home, CMN is very convenient. Whereas, travel time to UWGB is one hour and ten minutes away and UW O is one hour and thirty minutes away. The thoughts of a daily commute to these colleges were frightening, considering the amount of snow and ice our area annually receives, not to mention the large class sizes.

The College of the Menominee Nation is not a private college. In the four short years of their existence, they have two hundred seventy-eight enrolled students, the majority of which are non-traditional students. I am one of eighty-eight non-Native American students there. Although I am in the minority at CMN, I have not experienced any discrimination of any sort. For me, being allowed to attend CMN has been a privilege. I see CMN as a blend of cultures. I have learned a great deal about a culture other than my own. Other non-Native American students have also shared this fact with me. I consider CMN a multi-cultural

college, breaking down barriers among the students as well as surrounding communities.

As a third semester full-time business student, I have had the opportunity to meet and get to know a number of students as well as faculty. I am currently co-secretary for CMN Student Government. Students have shared with me their gratitude and appreciation for having a team of exceptional instructors who truly care about the student and go out of their way to help the student succeed.

President Verna Fowler, along with her staff, is committed to helping students reach their full potential in today's society. They challenge us to do the best we can and empower the student body to take an active roll in today's society.

I am requesting an amendment to the State's 1997-1999 Biennial Budget, to include \$3,000.00 of funding per non-Indian student at the above mentioned colleges.

I have been a resident and taxpayer, of the State of Wisconsin all of my life. I believe, very strongly, that CMN be treated equal to the other higher education institutions in the State and receive equal funding. I believe our government professes "equal opportunity for all"?

CMN has changed the lives of many Native Americans, as well as non-Indian individuals such as myself, in the area. CMN has given us the opportunity to grow and become better citizens of the State of Wisconsin, through their excellent quality of education. I am proud to say that I can answer YES! to all of my doubting questions. I am looking forward to transferring to UWGB next year as a full standing junior. I believe I now have the skills to succeed both at the larger university and in society.

Please consider our request to amend the State's budget to include \$3,000.00 funding per non-Indian student at the College of Menominee Nation and Lac Courte Oreilles Ojibwa Community College, located here in Wisconsin.

I am also handing in a written testimony for the record.

Thank you for this opportunity to speak with you.

Sincerely,



Donna M. Gueths

✓cc: Senator Brian Burke, Co-Chair  
Joint Committee on Finance

SUNDAY, APRIL 20, 1997

□ OUR VIEW

# School study worth funding

**W**ould substantially reduced class sizes help schools teach children of poverty?

There is an interesting statewide pilot program which seeks to answer that very question. Unfortunately, the five-year study is threatened in only its second year.

Here's the issue. Last year the state began a pilot program called SAGE (Student Achievement Guarantee in Education). In it, 30 specific elementary schools in 21 school districts — including two schools in La Crosse — were given additional state funding in order to reduce class sizes in kindergarten and first grade.

Next year the program was to have increased to second grade. Eventually, it would cover kindergarten through third grade and would continue for a total of five years.

In addition to the 30 schools which got increased funding, 50 schools would serve as a control group. The control schools would continue to function as they always have.

Teachers in each school would administer standardized tests to compare the students in SAGE against the control schools, to determine whether the small class sizes made a difference in how well the students learn.

Researchers at the University of Wisconsin-Milwaukee's Urban Research Center would evaluate the data.

We think the SAGE program is worth funding for the entire five-year period. For the next two years, that would mean an additional \$8 million. Gov. Tommy Thompson, who has added \$200 million in new state aid for school technology assistance, chose to retain the SAGE program in his budget, but froze it at last year's level.

That level of funding will not allow the experiment to continue. Surely there are some programs in the state budget that could be cut to allow the SAGE experiment to be completed.

What's at issue? In La Crosse there are two schools involved, both with high levels of poverty, as measured by the percentage of students who receive free or reduced school lunches.

Hamilton School has 93 percent of its student body on free or reduced-cost lunches. At Franklin, the other SAGE school, the percentage is 67 percent.

Hamilton Principal John Schroder accompanied state legislators and media representatives on a tour of his SAGE classrooms on Monday. Standing in one kindergarten, Schroder told reporters that he had to give alarm clocks to some of the students because their parents were

## Tribune

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not getting them up in time for school.

One teacher said her class toured a local food assistance pantry, and out of 15 students only one had never been there before. These are kids who are plainly at risk. If we don't do what it takes to provide for their early education, how much will they cost society later in welfare or criminal justice system costs?

State Rep. Mike Huebsch, an Onalaska Republican, views SAGE as a "prevention" program. He said the philosophy behind it is not unlike that of a program pioneered by the La Crosse Family and Children's Center, in which new parents are paired with a child care worker right in the hospital nursery.

Are these extraordinary efforts? Certainly. But they are efforts to target the extraordinary assistance to precisely where the problem exists.

SAGE is based on a similar program in the state of Tennessee. A study there showed "substantial and lasting benefits for poor children that were in small classes during their k-3 years," according to a fact sheet prepared by the state Department of Public Instruction.

Let's find out if the program can get a similar result here. What SAGE does is give each participating school district an additional amount of money up to \$2,000 per pupil in the participating classrooms. It is only with that additional state assistance that the schools are able to provide the extra staff needed.

Under state revenue caps, providing the additional staff would be difficult to impossible, even if the districts wanted to do so. In La Crosse, which currently has declining enrollments, administrators say they would be unable to do it without the extra state money.

Do smaller classes bring better results? Principal Schroder and his teachers think so.

Let's make sure we find out if that is true statistically as well as anecdotally. The only way to do that is to continue to fund SAGE for the full five years.

It is a good investment.





# Cooperative Educational Service Agency #11

225 Ostermann Drive, Turtle Lake, WI 54889 Phone (715) 986-2020 Fax (715) 986-2040

TO: Senator Brian Burke - Co-Chair, Joint Finance Committee  
Representative Scott Jensen, Co-Chair, Joint Finance Committee  
Members of the Joint Finance Committee

FROM: Bob Rykal, CESA #11 Administrator

DATE: April 21, 1997

SUBJ: **GOVERNOR'S BUDGET BILL**

I am writing to you as a member of the Joint Committee on Finance to share a point of view on some pending educational legislation.

As a long-time member of the Northwest Consortium of Tech Prep and School To Work, I have had the first-hand opportunity of seeing our young people experience both a school based and a work based learning component of Tech Prep/School To Work. These positive and valued experiences came about through a concerted effort on the part of various institutions to partner their resources and deal holistically with the education of our young people.

With the exception of the two Private Industry Council members, our consortium is requesting that you oppose the consolidation of School To Work with the Department of Workforce Development (D.W.D.) because it diminishes the "school based" component and has the potential to be overshadowed by the "work based" priority of the D.W.D. Proposals to direct grants to individual school districts will detract from district-wide cooperative efforts to partner that are so essential for an effective School To Work Program. The transition will probably end all vocational student organizations and their associated opportunities as there will be no one to direct their activities from the State level. This proposal simply makes no common sense!

Also, in Thompson vs. Craney, the Supreme Court firmly established that the State Superintendent is the officer responsible for supervising public instruction in the State of Wisconsin. This proposal clearly shifts constitutional responsibility from the Department of Public Instruction and on its face appears to be an overt attempt to dismantle the DPI.

I believe that you are, and have been, advocates for children. I ask that you do whatever it takes to oppose the transfer of School To Work Programs and funding from the DPI to the D.W.D. The bottom line is that this will hurt our kids.

Thank you for your consideration.

lw

## Children First

The March 18th, March On Madison, was about support and priorities. Foster care is not for everyone but it's a job that needs doing. If you wouldn't do it, then support those willing to. We show our support for our sports in many ways, let's not forget our priorities, Children and Families First.

We ( in Eau Claire County Foster Care) are fortunate to get training, respite and support within the program here. It's not the same across the state and reimbursement for it differs from state to state. The value of a family is the same across the nation --love of children is why we choose to do this but we can't buy groceries with love.

Children don't belong in institutions, they belong in homes, but will anyone be there to care for them.

Karen Garnett and Sheri Rodriguez attended the March 18th Rally in Madison organized by Wisconsin Federation of Foster Parents.

### Pay now or later

As a foster parent for Eau Claire County, I want to let the people of the county know what the rally in Madison was all about and how we personally feel here in Eau Claire County.

The rally was attended by two homes from Eau Claire County to show our support as foster parents for other foster homes in the state. The next day, three foster moms were interviewed by TV 13 with the understanding that we not be portrayed as a bunch of whiners and complainers.

We in Eau Claire County are not complaining. The staff and judges do try to listen to us in the courtroom and do provide us with some benefits I find that other counties don't get. In fact, there are several.

As I told TV 13, and I guess it wasn't newsworthy, I thought the other counties and the state could follow Eau Claire County's lead in providing benefits to foster parents.

I don't think our state legislators realize this, but if we lose our foster homes because of a few dollars, they will only have to increase money spent on chain gangs because there will be no one trying to save our youth. If they did family background checks, on prison inmates, they would find a lot of them come from unstable, abusive homes.

This whole issue really isn't about money or personal benefits, it's about the kids. I think the media forgets that every child needs someone to love them, care for them and shelter them.

If we don't pay for that now, we will pay for it in the very near future.

**KARI MISSELT**

President, Chippewa Valley Foster Family Association, Fall Creek

To: Members  
Joint Committee on Finance

From: Herbert H. Mehne  
Director of Vocational Education  
School District of the Menomonie Area

RE: School to Work Issues in the Governor's Budget

I am asking that you retain the 13.00 FTE GPR federally funded School to Work positions at the Department of Public Instruction. It is essential that the positions remain at DPI because the three partner agency effort has been a strength not a deterrent. School to Work needs to be and integral part of the restructuring effort of all schools. Moving it to the Department of Work Force Development will move it to an outside agency. It is a difficult enough task to get the people in the educational enterprise to address the importance of School to Work as an essential part of a K-12 system let alone have it come from an out side agency. School to Work is to much of an important issue to have its leadership function removed from the central state agency. School to Work has three major threads that are designed to help **all** students. The three threads are Work Based, School Based and Connecting Activities. We need to keep the emphasis on all three if we are going to produce the well-trained individuals that Wisconsin's economy needs to be successful in the 21st century. An example of what has been happening in Menomonie's Work Based component is that over the last five years 40% of the graduating seniors have a cooperative vocational experience. Additional statistics of Menomonie's co-op graduates are that 62% enrolled in post secondary education related to their high school co-op and 59% are working in a job related to their co-op experience. Menomonie has two youth apprenticeships, one in auto service and one in financial services. The cooperative program would not be that successful without the school base component that is a coherent sequence of courses that assist the student in meet a career objective. An example of this sequence would be a student who is interested in child care, enrolls in the Introduction to Child Care class and then enrolls in the Senior Co-op. The sequence of those two courses will provide the student with licenser as a head day care teacher up on graduation from high school. The Connecting Activities component provides the necessary career guidance through the Development Guidance Model to make the choice of a career objective.

I would also recommend that the Youth Options program which would change the current postsecondary enrollment options program include a statement the student choosing the program have an identified career pathway. This pathway needs to have been demonstrated by specific course selections during their freshman and sophomore years that are related to a career objective. Also, the program can cause no hardship to the students remaining in the high school. I can envision a situation where by that could happen. The Menomonie district requires 18 students to run a class. The youth options is for junior and senior students. It is at this level where our advanced classes are offered. Advanced classes generally draw fewer students because of the specific nature of the course offering. What happens to the fifteen students remaining in an advanced class of eighteen if three students choose the youth options program?

Thank you for considering my recommendations

Presented by - Frank Buckle, School to  
Work Committee, Menomonie Area Schools,  
and School Guidance Counselor Menomonie  
High School. Frank Buckle

Menomonie High School  
(715) 232-2606

Ladies and gentlemen: thank you for this opportunity to speak on public radio's behalf. I'm Jessi Holcomb, a local horticulturalist transplanted from Madison. It being the off-season, I have time to represent Wisconsin Public Radio listeners.

It has come to my attention that the proposed budget includes a 5% cut for the 3 branches of the UW Extension, but then exempts the largest branch from that cut. That branch's cut is then pawned off on the other two branches, of which public radio is a part. This results in a 12% cut for Wisconsin Public Radio, the second biennium that public radio's funding is significantly decreased. I'm not asking for more money, I'm requesting that not so much be taken away.

Personally, my first exposure to public radio was in 1980, when a tender young work-study student entered Professor Hugh Iltis' hallowed Herbarium. It was in this domain that there was a transformation from a brash headbanger to a semi-cultured appreciator of classical and big band music. This change was made possible by Wisconsin Public Radio.

Way back then, I set aside a week's "income" from plasma donations for a pledge to public radio. Whereas my present pledges are not "blood money", they are dollars earned with sweaty toil. My husband and I give during each drive to WXPB and the two stations that are housed by this building [UW Marathon Center], and I volunteer during the drives, taking pledges from listeners. We are proud to be a part of this quality institution, a doubly proud that a portion of our tax dollars goes to this, also.

Public radio, like public transportation and public schools, derive funding from tax dollars for the common good of the people. Not all people benefit DIRECTLY... for instance, my husband and I are childless by choice, and therefore will not directly benefit from our taxes allocated for that institution. But, from the supermarket staff that stocks the shelves, tallies your total and bags your groceries...to the health professionals who keep you healthy by keeping your cholesterol down from eating junk food - everyday we interact with people who have directly benefitted from public services. And those public services include public radio.

Public radio is an important part of my day. From the morning news and current weather, to the insights of Daniel Pinkwater and the humor of Baxter Black, "former large animal veterinarian" {smiles}, to Tim Greene's soliloquies on sports; public radio gets my day off to a great start as I do my morning chores. Classical and jazz music soothe and invigorate me throughout the day. And on weekends, Dr. Zorba On Your Health, Click & Clack the Tappatt Brothers on Car Talk, and Patricia McConnell on Calling All Pets keep me healthy, relatively wealthy, and wise. Michael Feldman keeps me company from Green Bay to Madison to Eau Claire, and beyond. Saturday eves are reserved for Garrison Keillor. I even learn about the goings-on of you, the state legislature, in the evening local roundup. {laughter} When I cross over Wisconsin's borders, I attempt to keep Wisconsin Public Radio's signal as long as possible. **No other state has such a consistent, high-quality system of information and entertainment.\*** It is a rich heritage that is every Wisconsin citizen's legacy. We in the dog show business have a saying about our chosen breed, and it applies to public radio. We say that our chosen breed is a legacy left to us and we can do three things to it: we can improve upon it, ~~keep it the same~~ or destroy it. Let us not destroy Wisconsin Public Radio. I appeal to you, please recommend reductions for the Extension cuts, or, at the very least, spare public radio from the extreme cuts. One cannot single out an institution repeatedly and expect to retain its quality. Thank you.

\*ad lib: "I show dogs across the United States, and no one has such a fine radio system as Wisconsin Public Radio."

Mr. Hubert  
April 15, 1957

To the Wisconsin State Legislative Joint Finance Committee:

I am writing as a long-time listener and supporter of Wisconsin Public Radio. WHWC Menomonie/Eau Claire is my chief access to what is going on in the world, and Wuec Eau Claire is one of my main sources of music, which is an important part of my life.

In travels through various other states I have often searched out their public radio stations to see what they have to offer. These comparisons have given me great satisfaction and pride in what my state radio provides for us in Wisconsin.

Along with thousands of other citizens, I have been happy to lend some financial support to WPR as government support dwindles. But private funds are not the whole answer. WPR is one of our state's real treasures. It is available to everyone, and the state should continue to support it.

Governor Thompson's proposed reduction of tax dollars for UWEX must surely result in less service or lowered standards for public radio. We should have too much pride to permit this. I hope the committee will not approve a budget which will diminish our treasure.

Sincerely yours,



Charlotte B. Hubert



# SCHOOL DISTRICT OF THE MENOMONEE AREA

Administrative Service Center

718 North Broadway • Menomonee, Wisconsin 54751 • (715) 232-1642 • FAX (715) 232-1317

DAVID SMETTE  
*District Administrator*

STEVEN ASHMORE  
*Director of Human Resources*

LEROY MCGARY  
*Director of Instruction*

WAYNE DEVERY  
*Business Manager*

**April 22, 1997**

## **TO THE MEMBERS OF THE JOINT FINANCE COMMITTEE:**

I appreciate being able to provide input into the Budget Bill which is before you. I have several concerns with the contents of this bill which I would like to address, including Sum Sufficient, SAGE, TEACH, and Equity.

**SUM SUFFICIENT VERSUS SUM CERTAIN:** There is a proposed change in the wording which would place the funding for schools under SUM CERTAIN. I would strongly urge the committee to remain with the SUM SUFFICIENT budgeting process. I spent several years in the state of North Dakota, which had provisions for sum certain. Inevitably, the second year of the budget cycle was disastrous for school budgets, as the amounts which had been counted on to arrive from the state did not. Programs and materials for students were dismantled, often in the middle of the school year, thus causing a great deal of harm to the overall learning process for young people.

**SAGE (Student Achievement Guaranteed Education)** is, I believe, funded in the Budget Bill at the same level as this past year. However, the expectation is for the program to expand at the local level as originally proposed. It will be virtually impossible to expand without the required resources.

SAGE does address some serious issues about educating young people. It is based on good research that assistance for children in poverty is needed to ensure that they learn to the same capacity as other students. There is also good evidence that students who do not learn to read by grade three have a high potential for being high-risk students. Such students often do not graduate. Further, there is a high correlation between the prison population and students who have dropped out or were high-risk students in school. It would be much better to spend our state's resources on preventing high-risk students than spending those resources on prisons.

**TEACH WISCONSIN:** There has been a great deal of rhetoric about the need for school to provide access to the Internet and to teach computer literacy. With our limited resources and controls on revenue, schools will be very hard pressed to provide for the hardware, much less the more important human skills and competencies necessary. Schools that are "blessed" with fewer local resources will have an even more difficult time keeping up. I would urge your full support for dollars in this area.

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*"...preparing young people to be life-long learners, caring individuals and responsible citizens."*

To the Members of the Joint Finance Committee

Page Two

April 22, 1997

**EQUITY IN THE DISBURSEMENT OF STATE RESOURCES:** I remain deeply concerned that the state is not sufficiently taking into account the vast differences in local wealth as it distributes state funds to school districts. An example of this inequity is the SCHOOL LEVY CREDIT. It should **not** be increased, but reduced. Instead, those dollars, along with other categorical funds, should be placed into the equalization formula and distributed in an equalized manner.

**YOUTH OPTIONS PROGRAM:** I would recommend that the youth options program remain as it presently is and not be expanded as proposed. There are several areas of difficulty with the proposal, including the fact that the funding for such options is taken from regular student resources/budgets and is not covered under the revenue controls. Providing for such options when the high school does provide a similar course reduces the chances that the course will be offered through the high school because of low student numbers left. Such courses often do have low numbers of students, and thus to split the class, with many students selecting a postsecondary offering, places such a course in jeopardy. We could not afford economically to offer it to the remaining students.

**SCHOOL-TO-WORK:** I would recommend that the funds for School-To-Work remain with the Department of Public Instruction. The DPI has been charged with the responsibility of administrating and guiding the instruction of students in K-12 schools. I do not feel that it would be good management to split out those responsibilities.

I appreciate the opportunity to provide you with this input. Good luck in this difficult process of providing funds for the young people of our state.

Sincerely,

A handwritten signature in cursive script, appearing to read "David Smette".

Dr. Dave Smette  
District Administrator





**UNIVERSITY OF WISCONSIN-EAU CLAIRE**

EAU CLAIRE, WI 54702-4004

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and Office of University Research**

*Ronald N. Satz, Dean*

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*Christopher T. Lind, Assistant Dean for Research*

*HSS 161, (715) 836-3405; Fax (715) 836-4892*

Suzanne Matthew  
Executive Director  
Northern Wisconsin Area Health Education Center  
Wausau, WI 54401

Dr. Matthew,

On behalf of the University of Wisconsin-Eau Claire, Office of University Research, it is my pleasure to provide this letter in support of the Northern Wisconsin Area Health Education Center. The University has received several grants over the past four years from your agency to develop programs that have been very beneficial to Wisconsin Native American children as well as establishing partnerships with local health care agencies in underserved communities.

We have, at the University of Wisconsin-Eau Claire, a distinguished history of undergraduate education. Grants from the NAHEC has provided students the opportunities that will prepare them for graduate school, the workplace and other professional endeavors. As we view our mission to face the 21 Century, it becomes imperative that they not only acquire a solid content base but also acquire the necessary skills and proficiencies which permit them to continually adapt to changing conditions.

Furthermore, without support from extramural grants from agencies like NAHEC, students at the University would not have the practical experiences needed to complete a well rounded undergraduate education.

Sincerely,

Donald Zeutschel  
Research Coordinator  
Office of University Research



**UNIVERSITY OF WISCONSIN-EAU CLAIRE**

EAU CLAIRE, WI 54702-4004

*Department of Nursing Systems  
School of Nursing  
College of Professional Studies  
Nursing Building, Room 276  
(715) 836-5837, Fax: (715) 836-5971*

February 10, 1997

Cheryl Maurana, Ph.D.  
Principal Investigator  
Wisconsin AHEC System  
Medical College of Wisconsin  
8701 Watertown Plank Rd.  
P. O. Box 26509, MEB Bldg., RM S207  
Milwaukee, WI 53226-0509

Dear Dr. Maurana:

I am writing this letter to extend my support for renewal of funding for the Wisconsin Area Health Education Center (AHEC). As a project coordinator of a Community Education Center (CEC), with financial support from the Northern Wisconsin Area Health Education Center INC., I have experienced the positive outcomes relative to health profession student education and communities made possible through AHEC.

The Northern Wisconsin Area Health Education Center INC. is a valuable resource. The Center provides, through its financial support, for students in a variety of health provider educational programs, an opportunity to enrich their education through participative learning experiences in rural communities in Northern Wisconsin. The students have the benefit of working with community preceptors from a variety of health care and service disciplines. They have the opportunity to learn about and experience the interdisciplinary nature of health care practices in rural communities. In addition they learn about the culture of rural communities, the diversity of cultures of the rural dwellers and the strengths of rural communities as well as their limitations. These unique learning experiences would be extremely difficult, if not impossible, to provide without the resources made available through the Center.

The Northern Wisconsin Area Health Education Center has played an important role in initiating joint health related projects and programming among a variety of agencies in the region. The Center has also been sensitive to the educational needs of the health care providers who serve as preceptors for the students and has played a role in addressing those needs.

My personal experience has been in a Community Education Center (CEC) located in a tri-county area in west-central Wisconsin. Several communities in these counties have been designated as medically underserved areas and consequentially have limited numbers of health providers from any of the health care disciplines. With the support of AHEC funding, I have had the opportunity to develop a partnership with a health care agency in one of these underserved communities with the goal of developing a Community Education Center.

Through the partnership, we have established a "homesite classroom" at the health care agency. We are able to offer opportunities for clinical educational experiences with provider preceptors in the tri-county area. Students with health profession majors from the University of Wisconsin-Madison and Eau Claire have participated. Students who have participated in the program have been overwhelmingly enthusiastic about the learning opportunities provided. They found that the experiences were enriching and provided a level of understanding of rural health care and rural communities that could not have been achieved without this experience.

In looking ahead to the future, I am optimistic that with some continued support from AHEC the Community Education Center will grow in value to students, the University and the communities. Very recently the University of Wisconsin-Eau Claire has developed increased interest in and commitment to interdisciplinary education. Interdisciplinary faculty teams are beginning to emerge and are interested in developing programming and providing opportunities for student learning in established community sites. When there is collaboration between faculty teams and community partners. I am confident that there will be positive outcomes in education and the community.

Thank-you for the opportunity to provide this letter of support.

Sincerely,



Karen Witt, RN, MSN  
Associate Professor

January 24, 1997

Cheryl Maurana, Ph.D.  
Principal Investigator  
Wisconsin AHEC System  
Medical College of Wisconsin  
8701 Watertown Plank Rd.  
P.O. Box 26509, MEB Bldg., RM S207  
Milwaukee, WI 53226-0509

Dear Dr. Maurana,

The faculty at the Human Development Center would like to express our support for the Northern Wisconsin AHEC. We have been associated with NAHEC for the past four years and with NAHEC's assistance, have developed programs and experiences that have benefited large numbers of pre-health related professionals and children and families from American Indian communities in our area. In fact, our collaboration with physicians and medical students was facilitated by NAHEC's Sarah Beversdorf and Susanne Matthew who have been extremely helpful with all aspects of our project.

As a result of our collaboration with NAHEC, many graduate students in Family Nursing, Communication Disorders, School Psychology, Medicine, Special Education, and Education along with undergraduate students in Nursing, Communication Disorders, Psychology, Education, and Social Work have participated in NAHEC sponsored activities in reservation communities. During these experiences all students have learned to function as members of an interdisciplinary team whose purpose is to provide integrated services to children and families in a family centered, culturally sensitive fashion.

This process is exemplified by our American Indian Combined Assessment and Treatment Planning Team (ICATT) clinics. This process was conceptualized by Dr. Damian Vraniak and conducted within several of the American Indian communities in the NAHEC region. These assessment/intervention clinics represent the state of the art in providing family centered services in an integrated manner. Many students from the disciplines mentioned above and many community mental health professionals have shared in the learning experiences that have consistently been part of the ICATT process. The development of this family/community centered service delivery process has provided a stimulating interdisciplinary training

opportunity for a large number of future health-related professionals receiving their training at UW-Eau Claire.

We are currently working with the Lac du Flambeau, Ho Chunk and La Court Oreilles communities. This spring and summer, we plan to complete ICATT clinics within each of these communities and, in addition, we plan to continue our collaboration with the Lac du Flambeau Headstart program, elementary school, and Family Resource Center.

In addition to the ICATT clinics, we are currently providing students with the opportunity to travel to the Lac du Flambeau reservation and assist teachers at the Headstart program as well as work with teachers at the elementary school, and mental health professionals at the Family Resource Center. We will also assist the Headstart program with their "Child Development Days" screening program that will be completed at the end of the spring 1997 semester. In summary, each week, an interdisciplinary team of as many as four UW-Eau Claire students travel to Lac du Flambeau and participate in one or more of the projects delineated above.

When we consider all these projects together, the HDC in collaboration with NAHEC, is providing unique interdisciplinary educational opportunities for as many as 100 of our students each year. This represents a significant proportion of our students who will be working in education and health-related careers.

It is anticipated that UWEC students will learn about differences in providing care in a minority vs. majority culture, and about collaborating with other professionals in an interdisciplinary model of service provision to at-risk children. Past groups of students have agreed that spending time working on the reservation was a key to the success of the project. On the way home from one of the past ICATT clinics, we asked students what they thought of the experience. One student summed up the feeling of the entire group when she stated, "This is the best educational experience I have ever had."

Other students involved in past experiences have described the impact their work with individual students and families have had on them personally and how the experiences have influenced their commitment to their intended professions. One undergraduate student commented that she was never sure of the type of career she wanted to enter until her experience working with children on one of our projects.

Along with the benefit to our students, the staff at the Headstart program, the elementary school, and Family Resource Center at Lac du

Flambeau have benefited from the energy and enthusiasm our students bring with them. At the end of a past project, one of the Lac du Flambeau Family Resource Center supervisors stated that "working with the Eau Claire students was an energizing experience" because the students were so caring and eager to participate. In addition, the knowledge of the participating UW-Eau Claire faculty aided the implementation of a developmentally sound preschool curriculum for the Headstart program. Finally, the children in the Headstart program are bound to benefit academically and emotionally from their interactions with our highly motivated and competent students. The children have already become very attached to students who have worked with them in the Headstart program.

The success that we have experienced over the past five years would not have been possible with the support of NAHEC. As a result of our collaboration, many students have had the types of unique experiences that are not typically part of professional training programs. However, these experiences may be the most necessary for developing effective health-care providers and educators who can work successfully as team members with culturally diverse populations.

Sincerely,

William Frankenger  
Director of the Human Development Center  
Professor of Psychology

# Augusta Farmers Union Co-op

P.O. Box 472  
Augusta, Wisconsin 54722

Fall Creek Mill: 715/877-2661 • Fall Creek Cenex: 715/877-3391  
Augusta Office: 715/286-2263 • Fax: 715/286-5388 • Augusta Mill: 715/286-2313 • Augusta Cenex: 715/286-2359  
Foster Station: 715/597-3766 • and Mill: 715/878-4212

## Statement of Mark Knoepke, Manager, Augusta Farmers Union Co-op

To Joint Finance Committee at Eau Claire, April 22, 1997

On restoring Agrichemical Management/Agricultural Chemical Cleanup Program  
Changes to Biennial Budget Bill

Good day. My name is Mark Knoepke, and I am general manager at Augusta Farmers Union Cooperative, of Augusta. Our business is a farm supply cooperative serving farmers and others in the Augusta area. I understand that the co-chairs of the committee have decided that provisions in the DATCP area of the Governor's proposed budget will have to receive majority support of this committee to go back in the budget bill. I realize that in legislative jargon, you will consider adding the administration's items back to the "adjusted base DATCP budget." I'm here away from my business at the busiest time of the year for us, to ask you to restore virtually all of the changes to the Agrichemical Management Fund and Agricultural Chemical Cleanup Program. This action would save farmers significant money, and also keep the ACCP account healthy enough to pay reimbursements to me and other fund claimants for the next two years and beyond.

I'm no "fair weather friend" of the Agrichem Cleanup Program. In fact, I've been dealing with these issues much longer than the statutory language creating an ACCP was even written. I was an early "activist" working on this issue with others who felt that a state program similar to Minnesota's contaminated site cleanup program was needed. I was one of the first persons appointed to the ACCP Advisory Council, and I just was reappointed by DATCP as a representative of retail fertilizer and pesticide dealers. I am working through a major groundwater contamination at our Augusta site. Fortunately for us, our insurance carrier came through for our cooperative and covered major expenses of supplying alternate sources of municipal water for Augusta. However, we've just submitted a reimbursement claim of almost \$94,000.00 to the ACCP. And, our site work has a long way to go.

Serving on the ACCP Council, I see the submissions of claims against the ACCP account. About \$5 million to date has been submitted by commercial and farm site owners. I also have a sense of what the future holds for cleanups of mixing and loading sites. This program should become more popular, and more greatly used. DATCP staff is improving their consistency across sites they supervise, and some other early problems are being overcome. Nevertheless, the accumulating millions of unspent revenue raised from fees on product sales and dealer license "surcharges" mean that the legislature needs to act to keep the currently unneeded fee surcharges in the pockets of farmers across Wisconsin for the next two years.

The items I want to highlight to you today include the provisions that would:

- **Set aside the ACCP fee surcharges for two years. This money will be left in the pocket of the producer patron.** We will not collect the ACCP amount if the state sets it aside. I've also heard that the manufacturers and labelers of pesticide products have no intent to try to collect or "keep" that amount if the ACCP surcharge is set aside.
- After the two year "non-collection", the surcharge would be set by DATCP rule, with low and high balances that will trigger the fee amount necessary to meet the level of activity.
- **A site lifetime cap of \$400,000.00 will replace the current \$300,000.00 funding cap for a groundwater-contaminated site.** A few sites have exceeded the current lower figure.
- Time a responsible person spends on implementing a cleanup would be eligible for reimbursement. This would not include management oversight.

I don't think that the budget language was perfect. In fact, I do request that interest that is earned through state investment of idle ACCP money derived from industry fees be left in the ACCP account, rather than be taken for general fund use. The ACCP is still a young

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program and we are seeing improvements as DATCP and industry participants accumulate experience. We had learned a lot from PECFA. ACCP was drafted with tough cost controls to avoid the PECFA program problems and oversights.

Please help us make additional modifications to a program that will continue to be strong and at the same time, restore resources to our patrons over the next two years. Please vote to reinstate the bulk of the ACM and ACCP provisions that were in the proposed 1997-99 biennial budget bill. Thank you.

Sincerely yours,



Mark Knoepke, General Manager  
Augusta Farmers Union Co-op



Sue Gilbertson  
W1959 770th Avenue  
Spring Valley, WI 54767  
Tel. 715-772-4674  
Fax 715-772-4674

April 20, 1997

**Joint Finance Committee Members:**

I have an 11 year old daughter who loves music, shopping, school, and going for long walks. She has a beautiful smile and an infectious laugh. She also has multiple significant disabilities and is medically fragile. Kirsten is cortically blind, is unable to speak, has high blood pressure, and uncontrolled seizures.

Kirsten's need for care is constant: she cannot feed herself, a task which takes at least three hours each day, and is self-abusive, hitting herself and throwing her head around when unhappy or frustrated. She must be monitored continually for seizures and given appropriate narcotic medications. She sleeps very erratically, sometimes getting days and nights completely confused.

We are able to keep Kirsten at home with us because of the help we receive through a home health agency, paid for by Kirsten's eligibility for Medical Assistance. Yet, in this budget, private duty nursing for children living at home with their families is being limited.

And that's what's scary.

The people deciding what is and is not available and feasible for my child are sitting in an office in Madison and don't know Kirsten or my family from Adam.

In the meantime, my husband works 12-hour rotating shifts, and I work part-time from home. I have basically given up any thoughts of a career so that I may care for my child. The direct person-to-person care Kirsten requires eats up hours every day, and that doesn't even count the many hours spent coordinating the necessary doctor and therapy appointments, and all the paperwork her life entails.

Wisconsin has some wonderful long-term care programs, like COP and the CIP waivers, but they need more funding. Medicaid has the ability to pay for many services to help children and adults with disabilities live in their own homes and communities, yet the scope of those services is continually being cut back in our state.

Families should be able to stay intact and healthy when that is what they want. That doesn't mean they don't need help. How many children have ended up in nursing homes and foster care during the past year and a half since the Bureau of Health Care Financing began restricting private duty nursing for children at home?

I am the cheapest person to care for my daughter, yet how much longer will that be possible? How many families with a child like mine are going to be forced to give up that child entirely because they can't get a break from the constant care and responsibility? And at what financial and moral cost to our state?

Nursing homes are getting more funding with every passing budget. What about kids with disabilities? I don't think kids belong in nursing homes, not even the ones euphemistically called health care centers.

My daughter was in bed less than eight hours last night, and I was up with her seven times during that eight hours. I have been doing this for eleven years. And yet, according to the staff at the Bureau of Health Care Financing, I'm not doing enough. Kirsten's needs really aren't that significant. The twelve hours of private duty nursing care she averages each week are "excessive".

Every year there are more children with disabilities and medical complications being born and surviving. That's a fact we all have to deal with. You can't "de-fund" kids like Kirsten out of existence, but you do have the power to "de-fund" them right out of their homes and away from their families.

Thank You,  
Sue Gilbertson

from Sue Johnson  
410 Stockman St  
Woodville W1  
54088  
698-2382

Changes in the positions from DPI  
to Workforce Development and  
social services adds another layer of  
bureaucracy. As a parent in my school  
district on several committees one of  
which is Education for Employment and  
a member of St Croix Counties Special  
Education Transition Council, I see only  
more confusion as a result of the proposed  
changes and added cost of change over.

Don't create another level for me to  
sort through in finding in and more  
people to ~~add~~ bring up to speed. This  
new W-2 system needs enough time and  
energy from its staff to implement. They  
don't need to take on another new  
project until they have W2 in place.  
We have good systems now don't slow  
our progress in the schools on school to work  
and drug and alcohol programs,

Don't shift positions from Work Training Programs DPI ~~or~~ Alcohol and Drug Prevention. Funding could be better used to support programs like Independent Living Centers, Department of Vocational Rehabilitation, Family Support Programs, Private Industry Council Programs.

These agencies are working hard to combine their efforts to improve services to children with disabilities. The goal of prepare our children for the future is one that is supported by many agencies because their people care about its success.

The road block to cooperation from agencies comes when money limits the agencies involvement. Shifting accountability for programs doesn't improve the system it just slows it down. Students don't have time to wait for agencies to catch up with what is now in place.

Sue Schmeier  
410 Stockman St  
Woodville WI 54028

## SCHOOL TO WORK HIGHLIGHTS

Wisconsin is known as a national leader in developing school to work transition programs for its youth. It was one of the first eight states to receive a federal grant from the School to Work Opportunities Act (STWOA) in 1994 to be used for school to work implementation, and it was the first of those eight states to develop and fund local partnerships. Today, 97% of Wisconsin high schools are involved in school to work partnerships, which equals over 267,000 students.

### WHAT IS SCHOOL TO WORK?

School to work (STW) is an expanded system of opportunities for ALL students to explore and pursue future occupational options. It contains three components:

Career Exploration: to help students make informed decisions

School-Based Learning: to help students make connections between the real world and what they learn in school

Work-Based Learning: to allow students opportunities to learn in business settings and receive skill certificates that document competencies mastered

### 1997-99 SCHOOL TO WORK BUDGET PROPOSALS (see attached for more detail)

The Governor's proposed budget seeks to strengthen Wisconsin's STW initiative by:

A. Creating a single point of accountability at the Department of Workforce Development for staffing and policy development. While this consolidation will improve efficiency and help to eliminate duplication of resources, both educational agencies will still maintain numerous positions to support the STW initiative.

B. Establishing long-term funding sources. The STWOA is a five-year grant that ends in two years. The Governor's proposed budget directs the use of discretionary funding from the federal Carl Perkins Act to be used for STW activities. Both educational agencies will continue to administer and operate Carl Perkins funding, including discretionary programs.

C. Clarifying the definition of school to work.

D. Modifying the definition and operation of Tech Prep for consistency with STW.

In addition to the Governor's most recent STW budget proposals, his 1997-99 budget bill also seeks to restore funding for the State's eight innovative career counseling centers (a total of \$600,000 each year), which will help the centers become better established and ultimately financially independent. This provision is scheduled to sunset in 6/30/99. Funding for employer training grants is also continued in the 1997-99 budget bill, with modifications that include allowing employers to be paid not more than \$500 per year and simplifying the grant formula. Employer training grants are used to offset wages paid by employers to youth apprentices. Youth apprentices are paid at least minimum wage and work approximately 15 hours per week for two years in a business setting.

## MAJOR STW THEMES IN THE 1997-99 BUDGET BILL

### A. CREATE A SINGLE POINT OF ACCOUNTABILITY AND SIMPLIFY POLICY DEVELOPMENT

Establish DWD as the lead agency for STW programs

Establish the Governor's Council on Workforce Excellence as the governing body for STW policy, funds, and programs

Consolidate STW staff in the DWD Division of Connecting Education and Work (Transfer 13 DPI and 1 Tech College Board positions to DWD)

### B. ESTABLISH FUNDING SOURCES THAT WILL CONTINUE BEYOND THE FEDERAL STWOA FUNDS

Consolidate federal Carl Perkins funds (22.0 million) in separate appropriations and direct the use of discretionary funding for support of STW programs. The Department of Public Instruction and the WI Technical College System Board continues to administer and operate Carl Perkins programs. The only Perkins funds that transfer to DWD are those funds directly associated with the positions being transferred.

### CLARIFY THE DEFINITION OF STW

Define STW as:

1. a series of programs and initiatives that provide high school students with work-based learning opportunities, ★
2. the coordination and alignment of high school courses with WTCS and UW courses for the purpose of providing students advanced standing credits in the postsecondary system, and ★
3. a system of career guidance activities for all high school students. ★

Change the title of the Education for Employment Standard to School to Work

### MODIFY THE STATUTORY DEFINITION AND OPERATION OF TECH PREP

Focus on the alignment of courses between K-12 and the WTCS and the provision of advanced standing credit



Delete the requirement for regional Tech Prep councils in order to allow regions to better integrate operations with STW partnerships

This responds to your request for information about the proposed transfer of the School-to-Work staff from the Department of Public Instruction (DPI) to the Department of Workforce Development (DWD).

**Summary of Assembly Bill 100/Senate Bill 77 (Governor's budget) proposal:**

1. Transfer 13.00 FTE state- and federally-funded positions on the DPI's School-To-Work Team from the DPI to the DWD.
2. Change the education for employment standard to a "school to work" standard. The state employment and training agency, DWD, not the state superintendent, would approve each school district's school-to-work program. In addition, the proposal requires that DWD, not the state superintendent, annually prepare a consolidated plan for the operation of school-to-work programs provided by school boards.

**The DPI's position on the proposal:**

- 
1. Wisconsin's school-to-work program is an *educational* program and is for the benefit of *students*. The program is expected to impact profoundly on prekindergarten through grade 12 education. The school-to-work staff, and school-to-work responsibilities, should remain in DPI so that the state *educational* agency can continue to plan and develop school-to-work programs and to guide and assist school districts as they implement them; this will be done in cooperation with the state agency responsible for employment and training programs (DWD).
  2. This proposal would impede making school to work an integral part of all prekindergarten through grade 12 curriculum. If enacted, consultation and assistance in school-to-work programs will come primarily from the state's employment and training agency; consultation and assistance in vocational and academic subjects will continue to come from DPI. Assistance to school districts in curriculum development will be unnecessarily fragmented and complicated.
  3. This proposal would separate school to work from closely related services such as consultation in marketing, technology education, family and consumer education, math, science, language arts, agriculture education, and business education; services to vocational student organizations; and guidance and counseling. It would also separate school-to-work staff from the funding they administer. For example, tech prep staff would work at DWD, but the federal tech prep funding for school districts would remain at DPI.
  4. The intent of some aspects of the proposal is unclear. For example, the proposal moves a position responsible for the GED/HSED programs to DWD, but the statutory responsibility for the program remains with DPI. Several positions with major fiscal and administrative responsibilities for programs that will remain in DPI are among those transferred. It is not known what the incumbents of the positions will do at DWD since program responsibility remains at DPI. Many of these program responsibilities will need to be met by other DPI staff.
  5. The Wisconsin Supreme Court firmly established in *Thompson vs. Craney* (1996) that the state superintendent is the officer responsible for supervising public instruction in Wisconsin. The Court ruled that any *other* supervisor of public instruction must be subordinate to the state superintendent. This proposal, transfers educational responsibilities to other supervisors of public instruction who are not subordinate to the state superintendent.
- 

## **BUDGET BILL INFORMATION**

This responds to your request for information about the proposed transfer of school alcohol and other drug abuse (AODA) programs and staff from the Department of Public Instruction to the Department of Health and Family Services.

### **TRANSFER OF SCHOOL AODA PROGRAMS FROM DPI TO DHFS** **(Summary of Assembly Bill 100/Senate Bill 77 - Governor's Budget)**

1. Transfer 5.0 FTE program revenue-funded positions responsible for administration of AODA programs from the DPI to the DHFS.
2. Transfer administration of the following AODA programs, and their funding, from the DPI to the DHFS:
  - ♦ Assistance for alcohol and other drug abuse programs (\$1,900,300; \$1,248,500)
  - ♦ Grants for families and schools together programs (F.A.S.T.) (\$1,000,000 annually)
  - ♦ Grants for pupil AODA prevention projects (\$300,000 annually)
  - ♦ Grants for after-school and summer school programs (\$425,000 annually)
  - ♦ Youth AODA programs (\$1,800,000 annually)

### **THE DPI's POSITION ON THE PROPOSAL:**

1. These programs are educational programs and are for the benefit of students. Their funding will continue to count toward the state's 2/3 commitment to statewide school costs. The programs should remain in the state education agency.
2. This proposal would splinter AODA services to schools. Under the proposal, the transferred programs would be administered by DHFS; but the drug abuse resistance education (DARE) and the federal safe and drug-free schools grant programs would be administered by the DPI. This proposal also runs contrary to 1993 and 1996 Legislative Audit Bureau recommendations.
3. This proposal would hamper the coordination of AODA programs with other student services programs. DPI, not DHFS, administers school psychologist and social worker, school age parent, school-based AIDS prevention, school health, school nursing, alcohol and traffic safety, family-involvement-in-education, guidance and counseling, and children at risk programs.
4. This proposal would prove administratively burdensome—and confusing—to school districts and CESAs. It would create a second AODA grant application, approval and reporting process in a second state agency. Applicants and grantees would be faced with competing or duplicative directives from two state agencies administering similar grant programs. This occurs after DPI has created a streamlined, consolidated, multi-year, grant and program evaluation process.
5. The Supreme Court firmly established in *Thompson vs. Craney* that the state superintendent is the officer responsible for supervising public instruction in Wisconsin. The Court ruled that any other supervisor of public instruction must be subordinate to the state superintendent. This proposal transfers educational responsibilities to other supervisors of public instruction who are not subordinate to the state superintendent.



Date: April 22, 1997

To: Members--Joint Committee on Finance

From: Allen Curtis, English Department, UW-Eau Claire

Re: Current Salary Levels

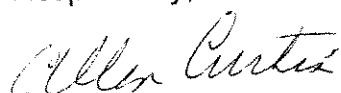
We live in a state whose economy is commonly described as robust. Jobs are reported to be plentiful; unemployment is at a record low--last night's LEADER-TELEGRAM, for example, reported that a new enterprise in Chetek promises to employ 300. All this in a nation whose wealth passes beyond easy description--David Gergen refers in this week's U.S. NEWS & WORLD REPORT to the fact that the generation of the wealthiest "baby-boomers" will pass on to their descendents some \$10 trillion dollars, more than double the national debt.

Yet salaries of UW-System faculty and academic staff continue to languish while other professional groups throughout the state receive increases matching or exceeding cost-of-living/inflation levels. To support the rising expectations of Regents, legislators, the administration, and the public, the UW is asked to raise student tuition. The fact is, however, that parents with incomes less than \$50,000 a year now find it difficult to finance their children's post-high-school education. For parents whose income is less than \$30,000 per year (or less than \$20,000, or less than \$10,000!), a university degree has become an impossible dream. It doesn't take much historical insight to understand the degree to which the children of such upwardly mobile, working-class families have been an important stimulant to the evolution of America's special kind of democracy.

Wisconsin's faculty and academic staff salaries are becoming a national embarrassment. In other states (Pennsylvania, for example), bargaining units are finding their salary proposals rejected--the argument based on a comparison with the low salaries in Wisconsin. At many colleges and universities (though not yet at UW-Eau Claire), the ratio of full-time, tenured faculty to part-time, no-intent-to-renew, academic staff and adjunct instructors is approaching 50/50, ensuring short-term cost savings while threatening the long-term loss of a stable faculty as well as of a coherent curriculum.

On every side today, it seems, we see a growing indifference to the value of higher education and, in particular, the liberal arts. Yet no society that I know of has forgotten their value and preserved its spiritual and intellectual freedom. Wisconsin's legislature must somehow find the means to renew the state's commitment to higher education.

Respectfully,



April 22, 1997

As a junior faculty member who came to UWEC from a university with a regulated step system for raises, I have been dismayed at the inadequate and seemingly arbitrary level of salary raises and the consequent long-term salary compression experienced in the UW System.

The low level of economic support showed to Wisconsin System faculty is the major concern I have when considering whether to continue building my career in Wisconsin. As it is, I can look forward to such regressive pay raises that I will make little more than new faculty. What incentive is this for retaining quality faculty?

Dr. Jennifer Shaddock  
English Department  
UWEC

4-22-97

TO: Joint Finance Committee

FROM: Kathy Lippert, MSSW  
Social Worker w/ PATH (715) 839-0068  
Chair of WI Assoc of Child Foster Care Coordinators

RE: Foster Care Rate Increase + Other Supports

I was in attendance at the public hearing in Eau Claire, but due to time restraints, I was unable to testify. Therefore, please accept my written testimony.

The requests come to you on behalf of foster parents who are working at keeping kids safe as well as the community by providing excellent care to youth who cannot live at home.

To do a better job, foster parents need equitable reimbursement for the youth in their homes. Foster care is less expensive and more family-based than group care, child caring institutions and corrections. Please consider the following:

15% to the basic rates

\$100 increase to the initial clothing allowance

Access for foster parents to purchase State employee health insurance.

April 22<sup>nd</sup> of the year 1997  
Respected Wisconsin Joint Finance Committee,

I am here at this Eau Claire meeting at Chippewa Valley Technical College today to represent the rural Eau Claire County parents, who are low income workers, farmers, parents, and citizens ~~benefitting~~ from the HeadStart program. In this day with everyone pointing fingers at life in childhood as the problem for such crime and unstable citizens, would we not feel proud to have a program such as HeadStart. It is due to this program that children learn to be prepared for the future, learn to accept each other as individuals, learn social norms and are prepared for the educational system. Some children of illiterate families now can learn to read and in some cases become the voice and secretary for the family, aiding in parent's life and affairs.

HeadStart now is in jeopardy. The 1289 students now enrolled will be decreased in number by 212 if the budget is not increased by 15%. The important points to remember when considering this increase are:

- 1) 1993 was the last time HeadStart in Wisconsin had an increase
- 2) Currently state support is only 85% of the federal cost per child.
- 3) More child service is now necessary due to W-2 reform
- 4) The programs provided for the families themselves are important at this time such as:
  - a) quality child care.
  - \* b) employment and job training (which is what W-2 wants).
  - c) family preservation and support.

Consider the above and please aid those programs that help W-2 work and work well. You can be sure that most people will be low income coming off of welfare at the beginning. The parents need HeadStart, most of all future citizens, children

need this program.

Consider the possibility that programs such as Head Start may produce citizens, well balanced individuals. These same people may make prisons, where we spend so much money, a word forgotten. The buildings may turn into museums and dorms next to educational facilities. It can only be your aid that turns this into a fact.

I have lived in many countries abroad. Childcare was free. Children were respected and valued. What is another stadium for sports if children can't be there to see the sport? Don't forget some of the best inventors, scientists, etc. came from low income families in the world. There is the potential in all. Intelligence is born in, one, education is worked at and gotten. Let that intelligence shine through the HeadStart program's availability which allows the chance for education for all. There have been countries and times in history that have benefitted from having poorly educated people. There have been times when if one's parents were not educated, neither were the children given the chance. Are you trying to return to those times? Even if one has a disability of some sort, one is still a person! As science has shown, what we lack is compensated by other sense. Have you not heard of famous musicians who couldn't even write their name. Give everyone a chance. Please give HeadStart its 15% increase.

Sincerely,  
Anna Marie Muesenowig  
Route 1 Box 342  
Augusta, WI 54722  
"amish country"  
(715) 286-2763

Dear Joint Finance Committee,

I am here today to urge your support that school districts participating in the SAGE program be funded for the 1997-98 and the 1998-99 school year. As you know Governor Thompson has proposed to freeze the money which will place this 5 year research project in jeopardy. There was a strong bipartisan support for the SAGE project in 1995. We feel that support is still there. We feel it will be very difficult to get any accurate result from this project if the funding does not allow us to move into Second Grade next year and to Third Grade the following year. The teachers at River Heights Elementary have worked very hard to implement this program. We have spent many hours above and beyond the regular day. We are feeling very frustrated that after only participating one year in this program that the funding is frozen. The SAGE program in our building has had a positive impact on all of our students not only Kindergarten-First Grade (that is directly involved in the program).

SAGE has directly impacted students in our building in numerous ways;

- \* Students have a class size of 15 to 1.
- \* Teachers can do flexible grouping 30 to 2 in a classroom.
- \* Teachers have more time to instruct small groups or individuals.
- \* Students get more time with their teacher(s).
- \* Teachers can get to students faster and meet their needs quicker.
- \* Students participate more in the class.
- \* Students have more time to discuss curriculum being taught.
- \* Students take on ownership of the classroom.
- \* Students become more involved in Education.
- \* Teachers and Principals have less discipline problems to deal with.
- \* Students have a positive attitude towards school.
- \* Teachers have more time to discover and meet different teaching styles.
- \* Increase in Parent/Teacher communication.

- \* It is easier to get to know 15 families and really become a support person for them.
- \* Teachers have more time to teach and less time for transitions from activity to activity.
- \* Students have benefited from a technology bought with SAGE funds.
- \* Students have benefited from a breakfast program.
- \* SAGE has made it possible for the community to use our building before and after school.
- \* After school tutoring.
- \* Literacy class held in the evening once a week for Hmong parents.
- \* Planning time for teachers.

We realize money is tight and you have to spend your money wisely. Supporting SAGE now will save you money later.

I would like to leave you with some questions:

If we don't support these children who will?

If we don't spend the money now, how much money will we have to spend later?

Janice Sullerman  
 Michelle Shufelt  
 Karen Oels  
 Kemi Hood  
 Paul Tennyson  
 Mary Begley  
 Michele Gibson  
 Diane Long  
 Ron Kousala  
 Deanne Becker  
 Kathy Stanton  
 Bonnie Kousala

Diane A. Burdt  
 Thomas M. Meryer  
 Jeanne Styczinski

# TESTIMONY PRESENTED TO THE JOINT FINANCE COMMITTEE HEARING

April 22, 1997 - Eau Claire, Wisconsin

by

J. Terry Downen, Principal  
Eau Claire North High School

Thanks to all the members of the committee for coming to Eau Claire to solicit citizen input regarding the proposed budget for 1997-1999.

While there are many exciting "wrinkles" in the proposed budget, I'd like to express a perspective about aspects of the budget which address changes proposed for the School-to-Work Initiative.

The deletion of the "school-based learning" focus in the proposed budget is a serious concern to schools which have been steadfast in developing School-to-Work options for all students in their enrollment. Schools in the Chippewa Valley, in general, and Eau Claire North High School, in particular, have addressed the concepts of "school-based learning" presently included in the legislation for School-to-Work. Consider the efforts of our faculty in developing curricula for a manufacturing youth apprenticeship, engineering youth apprenticeship; and integrated English language arts course entitled, "English for the 21st Century (where students prepare resumes, conduct job interviews, etc.), and Agriscience/Natural Resources course in biotechnology, applied and integrated physics opportunities in Principles of Engineering and Principles of Technology courses; an International Business class team-taught by a teacher in business education and a foreign language teacher; interdisciplinary courses linking algebra II and chemistry; Family/Consumer Education courses which link to the community in developing CNA's (certified nursing assistants); a complete offering of co-op courses in marketing education, technology education, family/consumer education, business education, and agriscience/natural resources; the establishment of a school Career Opportunities Center operated by a career technician who makes his services available to the public one evening a week; and the establishment of career assessment inventories and assessments through the Student Services Department to alert all students to their options and aptitudes. All of these are outgrowths of School-to-Work planned with the help of the Department of Public Instruction. And there is no support for continuing any of these efforts in the currently proposed budget.

Removing the support for school-based learning from the proposed budget and transferring the oversight for School-to-Work to the Department of Workforce Development clearly demeans our efforts to date, denies state support for linking students' efforts in school with those which their employers can teach at their work, and takes public K-12 elementary and secondary schools out of the game as far as involvement in, and responsibility for School-to-Work is concerned.

Given the variety and kinds of job shadowing, mentorships, youth apprenticeships and co-op



work experiences which have developed at North High School to provide students with "authentic" experiences in the world of employment, removal of the school-based learning component can only be seen as a step backward.

Robert Cole, former editor of Phi Delta Kappan, said it best: "Education for the 21st century is not a list; it is not a set of guidelines; it is not a curriculum; it's a way of thinking." The "way of thinking" which I would urge all legislators and educators to embrace is that all study leads to productivity and meaningfully contributes to work in support of Wisconsin's economy.

Therefore, our aim ought to be to discover all the interconnections between learning and the workplace, to integrate theory and applications in as many of our high school courses as possible in order to create graduates who will be employable and knowledgeable whenever they join the workforce, and to recognize the support which high schools provide to the development of a continually improving, high quality workforce in our state. Can we possibly expect the Department of Workforce Development to have any credibility in promoting curricular integration among math, science, English, and social studies teachers in our schools? I think not.

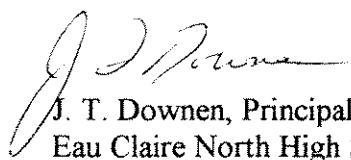
The Eau Claire Area School District recently completed a 2 1/2 year study of its high schools and adopted 22 recommendations aimed at ensuring the viability of our high schools in our city into the next century. This document clearly supports the fundamental principles of the School-to-Work Initiative, as evidenced by recommendations 1, 2, 4, 5, 6, 7, 8, 9, 11, 12, 17, 18, 19, and 22, listed on pp. 8-10 of the Task Force Report. [A copy of the study in its entirety is attached for the Committee's perusal.]

Taken together, these recommendations constitute this community's "blueprint for high school" into the future, is based on many surveys of our community's residents, and incorporates a solid plan for educating our adolescents to become employable, contributing members of our community and state. However, these efforts will be for naught, if they are not supported by our proposed state budget and its program for School-to-Work.

Therefore, I urge you to reconsider the deletion of the "school-based learning" component of School-to-Work, to restore responsibility for "school-based learning" to the Department of Public Instruction, and, thereby, to support the continuation of joint efforts and linkages between public K-12 schools and community businesses.

Thank you for considering this point of view.

Respectfully submitted,



J. T. Downen, Principal  
Eau Claire North High School

WHY MAINTAINING ADMINISTRATIVE SCHOOL BASED AODA PREVENTION PROGRAMS  
WITHIN THE DEPARTMENT OF PUBLIC INSTRUCTION IS VITAL TO THE FUTURE  
OF PREVENTION AND BUILDING RESILIENCY FOR ALL YOUTH IN OUR STATE

Since 1989, the Black River Falls School District has used the DPI competitive grant programs to build a Comprehensive Prevention Program. The Department of Public Instruction and CESA #4 have helped us shape our possibilities, provided training and technical expertise. We have been able to integrate prevention into our classroom curriculums, provide parenting training for the community, with local volunteers developed a video/discussion program informing our community about risk and protective factors for youth and challenging them to become involved in prevention, developed a Student Assistance Program, and launched a school/family involvement program. (Summary of these grant funded building blocks follows.)

During this time we have helped establish a DARE program for Jackson County and supported many youth as they wrote and carried out mini-grants integrated with our comprehensive program. • The grant programs now in danger of fragmentation have helped us to maximize local resources and Safe and Drug Free Schools Funding. Each grant application has required us to coordinate with other prevention programs in our school as well as parents, and county wide agencies. In addition Together For Jackson County Kids, our county coalition of concerned individuals and agencies has served as our vision team and support group.

- Maintaining these School Based AODA Prevention Programs within the Department of Public Instruction will make certain that our programs and many programs like them are able to continue helping our youth without the threat of competing or duplicative directives from two state agencies. • The Department of Human and Family Services has little or no experience with school structures and school based programming. • Also because the schools are the agency having access to all school age youth, the schools and DPI are the agency best suited to providing programs of prevention education for youth and parents.

School based prevention is not an add on. Our prevention programs are integrated with our School District Strategic Plan and Goals 2000 comprehensive school based programs. • It is the DPI and not DFHS that administers student services programs such as guidance and counseling, alcohol and traffic safety, AIDS prevention, family-involvement-in-education and children at risk programs. These are the programs our AODA prevention and education programs coordinate with at the local level. • We have used the Department of Public Instruction to help us with this integration and if grant programs are moved to another agency we will lose the expertise of the DPI experts in the above areas. *and the coordination with Safe & Drug Free Schools.*

- All these programs are also part of public instruction in Wisconsin and the Supreme Court has established in Thompson VS. Craney that the state superintendent is the officer responsible for supervising public instruction in Wisconsin.

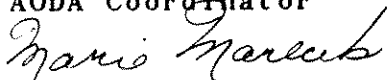
In 1988, the key players in prevention in Jackson County, parents, churches, schools, human services, prevention clinics, law enforcement agencies, the Ho-Chunk Nation, hospitals and UW Extension gathered together to form a county prevention coalition, Together For Jackson County Kids. In the nine years since then we have collaborated on joint trainings, public education, youth programs, and a common vision. The Department of Public Instruction and CESA #4 have been invaluable to us as we have worked together as a coalition to eliminate youth risk factors and increase youth resiliency.

- After nine years of successful community coalition efforts you are now asking us to take a new partner to lead us in prevention endeavors, a new partner who hears the music in a different way than we do, a new partner who may lead us where we are unable to follow. It is as if the nine years we have spent building youth programs, training school staff and community and strengthening families must be put aside while we learn to adjust to the moves of this new partner.

The Department of Public Instruction has been a supporting, informed partner and school based, parent and community involved AODA prevention programs will continue to grow under their experienced leadership. I ask that you continue to fund the school educational AODA programs under the continued direction and leadership of The Department of Public Instruction.

Respectfully Submitted by:

Marie Marecek  
Elementary Counselor  
AODA Coordinator



# **SCHOOL DISTRICT OF BLACK RIVER FALLS COMPREHENSIVE PREVENTION PROGRAMS**

**Developed with Competitive Program Grants 1989-97**

## **1989-90 Program Grant - \$10,000. ALCOHOL AND OTHER DRUG MATRIX CURRICULUM EVALUATION**

This program grant allowed the Black River Falls School District to evaluate the components of prevention curriculum infused in current academic curriculums and special programs. A matrix of AOD curriculum was constructed using four AOD competencies.

1. AOD Information 2. Personal AOD Competency 3. Interpersonal Alcohol and Other Drug Competencies 4. Social Systems Alcohol and Other Drug Competencies A committee of school staff interviewed every grade level and department to determine objectives being taught. Areas of need were identified and recommendations made for curriculum integration. Results of this survey were used in making Drug Free Schools spending decisions. A newsletter was sent to all district homes presenting information about the prevention curriculum and other prevention programs. This matrix was updated in our 1995 -96 program grant.

## **1991-92 \$9,296. Program Grant - PARENTING**

Seventy-one persons from the community and school were trained in the principles of Active Parenting. This provided our district with a core of knowledgeable persons to conduct and promote parenting sessions. In 1995-96 a renewal parenting inservice was held and Love and Logic parenting sessions conducted by our school psychologist were added to the parenting program. Active Parenting 1-2-3-4 was added to this program in 1996-97. In all at least 26 four to eight week parenting sessions have been conducted.

This program was named as an exemplary program by the Department of Public Instruction.

## **1992-93 Program Grant \$6,710. EXPANDING RELATIONSHIPS**

A school, parent and community group presented highlights of recent youth drug and alcohol usage and attitudes survey, summary of AODA programs, risk and protective factors in a video discussion program, using local youth and adults as part of the video and as presentation leaders for community and parent groups. Groups were challenged to become involved in making a difference for youth.

Twenty seven community youth and school volunteers were involved in program design and presentation.

Presentations were made to 27 organizations and over 800 persons and this program was named an exemplary project and shared statewide at Program Sharing Conference.

**THIS PROGRAM LED TO AWARENESS OF NEED FOR A STUDENT ASSISTANCE PROGRAM IN OUR SCHOOLS, THIS WAS OUR NEXT AREA OF EMPHASIS.**

1994-95 - Program Grant \$30,000. **BRF STUDENT ASSISTANCE PROGRAM**

Through Drug Free Schools and other funding we trained forty staff and community members in June 1994. This put us in an excellent position to obtain a competitive program grant to fund facilitator training, materials to support Student Assistance programs, staff inservice and fund a half time position to help develop policies and procedures, assist staff with SAP program design, organize material and promote the student assistance program.

Along with the above mentioned goals, this grant allowed 27 staff to be facilitator trained, an additional 25 staff were CORE trained, an all day student assistance inservice for all staff, 37 staff attended a Stress Reduction college credit class, a system was set up to fund CORE team leaders in each school, and 14 support groups were conducted in K-12.

1995-96 - Program Grant \$28,480. **BRF PROGRAM COORDINATION AND LINKING**

This project allowed us to continue the development of Student Assistance Programs, reenergize parenting programs and link prevention programs to the goals developed in the Black River Falls School District's strategic planning process and our school's staff development plan. The goal of this project was to begin the process of linking the comprehensive AODA program to a larger school program targeting the development of resilient youth.

During this project 13 additional persons were facilitator trained and parenting programs were reenergized at an all day workshop attended by 25 staff and community. 25 student support groups were conducted in the schools.

1996-97 - Two Year Program Grant **SCHOOL/FAMILY BUILDING RESILIENCY**

Year One \$29,997 Year Two - \$29,850.

With research showing the importance of building family/school involvement in the growth and development of the resilient young child, and the school district's strategic plan goal of increasing family involvement, it seemed very logical that we find ways to provide the prevention programs we had previously developed to the families of children who at most at risk of academic, and thus also social and emotional failure. This program allows us to provide a home/school liaison to make weekly home calls with packets of academic support to families whose children in grade one are at academic risk. School/home liaison also provides parenting and school adjustment information. She has already prevented the withdrawal from school and home schooling of one at risk child through the relationship she has built with the parent. (this by parent report) This program works closely with the Title I program. It will take at least another year of refining this project to to show the potential benefits of a school/home liaison in our district.

The combined cost of the above grants from 1989 - 1997 (does not include year two of present grant) is \$87,483. Many prevention tasks have been accomplished with this funding and have made the use of our Safe and Drug Free School Funding more effective.

However **WE CAN NOT SEE PREVENTION** and the task we have set upon now is the most difficult of any yet. However if we can help just one child to achieve, to become a more productive resilient teen, we have repaid the price of all the grants combined as it costs \$100,000. to maintain a young person in prison for two or three years.

My name is Tom Bomber. I am employed as an elementary school counselor in the Eau Claire Area School District. I also serve as the first vice president of the Eau Claire Association of Educators. As such, I am the head of our local negotiations team, and have served in this position for the past five years.

When I first became involved in the bargaining process at the local school district level, the law we worked under gave access to the mediation-arbitration process if the sides could not come to a voluntary settlement. Through this process, teacher salaries kept pace with the cost of living. Then, in 1993, the legislature passed a change in this law which introduced the concept of the Qualified Economic Offer. The intent of this change was to restrict teacher salaries, which has been accomplished. In Eau Claire, our professional staff has lost thousands of dollars in purchasing power since 1993. A veteran teacher with a Master's degree and no additional credits has lost over \$4,300 to the cost of living in the last four years. Worse yet, their retirement has been reduced by more than \$600 annually for the rest of their lives, as retirement income is based on the employees final average salary (see attachment). And our base salary has not kept up to the starting salaries in other professions, therefore prompting bright, young people to look outside education for their career choices.

But there are other, less measurable consequences that can be traced to the imposition of this law. Wisconsin has a proud history of fair and reasonable bargaining between employer and employee. This tradition was built on the relative equality between the two sides. But this is no longer the case. The Q.E.O. law has drastically tipped the scales in favor of the school board. In order to get a "full" 3.8% total package, we have had to give up several important benefits, with little or no improvements realized for our members. This imbalance has resulted in a growing dissatisfaction among my fellow educators. Their frustration has been targeted at administration as well as internally. And this frustration comes at a time when there is increasing pressure on educators to show results, change our methods of delivery, work longer and harder to get the

job done. My fear is that these good people, these fine professionals, will say, "Why bother?" When their efforts are not recognized with a reasonable and just salary, they will question why these efforts should be made. And our bright, young educators will leave our profession and go somewhere where their efforts will be rewarded. Is this what our government leaders had in mind when they passed this damaging law? I hope not.

This law should have been allowed to sunset as originally intended. You have a chance to right a wrong and recognize the efforts of the people who make Wisconsin #1 in education. It is time to kill the Q.E.O.

Thank you.

**THREE-YEAR IMPACT OF THE QEO  
ON EAU CLAIRE TEACHER SALARIES**

January 13, 1997

1. 1992-93 MA MAX (No Credits) - 43,200
2. 30 years of service at end of the 1996-97 school year

YEAR	QEO	FULL 3.8	CPI	\$ DIFF.	CUM. \$ DIFF.
1993-94	43,740 (1.25)	44,045 \$845 (1.96)	44,496 (3.0)	\$ 451	\$ 451
1994-95	44,287	45,111 \$1066 (2.42)	45,831	\$ 720	\$1,171
1995-96	44,841	45,806 \$695 (1.54)	47,206	\$1,400	\$2,571
1996-97	45,402	46,868 \$1062 (2.32)	48,622	\$1,754	\$4,325

In just four years, the MA Maximum Step has decreased \$1,754 vs. the cost of living. A teacher at that step has realized a \$4,325 loss to the CPI.

3. Impact on Retirement of a 30-year teacher retiring at the end of the 1996-97 schol year.

Full 3.8% Final Average Earnings - \$45,928 (3,827)  
CPI Final Average Earnings - 47,220 (3,935)

Full 3.8% Monthly Annuity - \$1,837/month  
CPI Monthly Annuity - 1,889/month

\$52/month X 12 = \$624/year for life.